TEACHING METHODS AND PRACTICE OF

PHYSICAL EDUCATION AND SPORTS IN PRIMARY SCHOOLS

OPTIONS: ECLPE & SSE

YEAR 1 & 2

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FOREWORD

Rwanda Education Board is honoured to avail the Teaching Methods and Practice of Physical Education and Sports for Teacher Training Colleges (ECLPE & SSE options). This document serves as an official guide to competence-based teaching and learning of Teaching Methods and Practice of Physical Education and Sports in TTCs. The document ensures consistency and coherence in the delivery of quality education in TTCs, pre/primary and primary education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities. Specifically, TTCs Teaching Methods and Practice of Physical Education and Sports Syllabus is developed to train quality teachers who will confidently and efficiently implement the Teaching Methods and Practice of Physical Education and Sports Competence based curriculum in pre-primary and primary education.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system produces the kind of citizens the country needs. Many factors influence what student teachers are taught, how well they learn and the professional competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, updated teaching methodologies and assessment strategies as well as the instructional materials.

The ambitions to develop a knowledge-based society and the growth of regional and global competition in the jobs market have necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education. The aim is to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, REB and UR-CE and their staff who organized the whole process from its inception. Special appreciation goes to the development partners such as UNICEF, USAID/Soma Umenye Project and other education partners who supported the activity. A word of gratitude goes to the TTCs principals who availed their staff for various revision activities.

Dr. MBARUSHIMANA Nelson

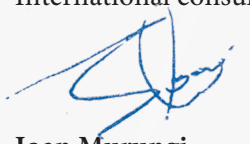
Director General

ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a major role in the development of Teaching Methods and Practice of Physical Education and Sports (ECLPE & SSE options). It would not have been successful without the support from different education stakeholders.

My thanks first go to the leadership of UR-CE who put in place the draft TTC curriculum. I wish also to thank Rwanda Education Board (REB) leadership who initiated and supervised the curriculum review process. I wish to extend my appreciation to TTC principals, TTC deputy principals, tutors, teachers from secondary basic education and university lecturers whose efforts during the revision process were much valuable.

I owe gratitude to different education partners more especially UNICEF and USAID-Soma Umenye, which funded TTC curriculum revision, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Right To Play, Help a Child, Save the Children, Aegis Trust, Handicap International/Humanity and Inclusion, Voluntary Service Overseas (VSO), Teach Rwanda, Local and International consultants for their technical support.



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Head of Curriculum Teaching and Learning Resources Department/REB

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1. GENERAL INTRODUCTION

1.1. Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018 determining the organization of education revised the objectives of the sector. They are to:

- Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
- Offer quality courses and education at all levels;
- Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
- Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favoritism;
- Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
- Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
- Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
- Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2. Level Competences of Primary Teacher Education in the Republic of Rwanda

As stated earlier, Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners abilities and interests
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3. Background to Curriculum Review

The Teaching Methods and practice of teaching Physical Education and Sports Syllabus is developed for TTC student-teachers for ECLPE & SSE options. The motive of reviewing the Teaching Methods and Practice (TMP) of Physical Education and Sports was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the TTC curriculum to the CBC in basic education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Teaching Methods and Practice of teaching Physical Education and Sports Syllabus guides the interaction between the tutor and student teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student-teachers will have the opportunity to apply Teaching Methods and Practice of Physical Education and Sports in different contexts, and value its importance in daily life. Tutors help the student-teachers appreciate the relevance and benefits for studying Teaching Methods and Practice of Physical Education and Sports in primary education.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With the review of the Teaching Methods and Practice of teaching Physical Education and Sports, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre and primary education.

This implies equipping student teachers with relevant knowledge, skills, attitudes and values necessary to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and it will enable student-teachers to go for further studies.

1.4 Rationale of Teaching and Learning Methods and Practice of Physical Education and Sports.

Physical education and sports develops in young people an understanding of the positive impact and active life style will have on their lives. The developmentally appropriate Physical Education and Sports program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and opportunity for positive social interaction with peers are fostered. Physical education and sports also reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, social studies, communication skills and literacy.

Physical Education and sports in TTCs develops student teacher 's physical competence and confidence, and their ability to use and apply them to perform in a range of physical activities in teaching and learning process. Student teacher learns how to plan, perform and evaluate actions; how to be creative and face up to different challenges both as individuals and as team members in groups. Students learn how to think critically in different ways to suit a variety of creative, competitive and challenging activities.

Physical Education and Sports related topics/units are integrated in All Options subject to enhance student teachers' professional development and make them competitive on local and regional labour market. Student- teachers will have the opportunity to apply Physical Education and Sports in different contexts in social life and appreciate the relevance and benefits of studying Physical Education and Sports.

1.4.1 Teaching Methods and Practice of Physical Education and Sports and society

People of all ages can benefit from physical activity. They can improve their health by engaging in a moderate amount of physical activity on a regular basis. Regular participation in physical activity establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular disease, overweight or obese and poor diet. Greater health benefits can be achieved by increasing the amount of physical activity through changing the duration, frequency, or intensity of the effort. Physical education and sport events can be used as a social or global cohesion, conflict resolution or reconciliation and peace keeping. Physical Education and Sports engages student teacher

to be dynamic and aligned to the future employment needs of the nation and the global economy and to have standards comparable with the highest internationally in terms of competences, knowledge and skills. This TTC Physical Education and Sports syllabus is intended to address gaps in the former Social studies syllabus which lacked adequate and appropriate knowledge, skills, attitude and values.

1.4.2 Teaching Methods and Practice of Physical Education and Sports and student teacher

The subject develops learner's physical competence and confidence, and their ability to use these to perform in a range of physical activities and take part in sports and games. It promotes physical skill, physical development and knowledge of the body in action. PES provides opportunities to develop desirable personal and social skills that enhance self-esteem, fair play, acceptance of success and failure, cooperation among others. Through physical activities learners discover their aptitudes, abilities and preferences, and make choices about how to engage in lifelong physical activity and to live a healthy life. Activity in physical education lessons may emphasize self-improvement, participation, and cooperation rather than winning and losing.

1.5. Professional standards and Competence

Competence is defined as the ability to perform a particular task successfully resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Physical Education and Sports competences as well as the generic competences.

Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student-teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Physical Education and Sports tutors will ensure that student-teachers are exposed to tasks that help them acquire these competences.

1.5.1 Teaching Profession Standards

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have the six characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it.**

The teacher has anunderstanding of CBC and how it works. S/he has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. She/he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust her/his actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behaviour and values. She/he guides and coaches her/his student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, **inter personal and life skills.**

- **The teacher as expert in Teaching Physical Education and Sports.**

The professional Physical Education and Sports teacher stimulates the student's critical thinking, problem solving and creativity. She/he uses teaching/learning Physical Education and Sports methods and techniques that are appropriate to Physical Education and Sports in primary education; she/he applies Physical Education and Sports content, plan lessons integrating play-based strategies in teaching/learning. The teacher in primary education has a thorough Physical Education and Sports knowledge that enables him/her to develop the teaching/learning materials, lesson planning, to deliver the lesson and connect with her/his daily life activities in primary education using correctly the language of instruction. The teacher as Physical Education and Sports expert in upper primary education stimulates English in the teaching/learning of Physical Education and Sports by considering the transition from Kinyarwanda to English as medium of Instruction in upper primary.

The teacher as Physical Education and Sports expert knows and uses appropriate Physical Education and Sports methods/techniques to assess student teachers and give constructive feedback to the whole class. The teacher as Physical Education and Sports expert is able to link the content of Physical Education and Sports with other subjects and connect it with real life situation. This enables student teacher to acquiring critical and problem solving skills as well as the mathematical concepts and skills enabling him/her to pursue/ follow tertiary education.

- **The teacher as a communicator**

The professional teacher displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear

communication between him/herself and the learners, between learners themselves, and with the school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires learners to communicate in official languages.

- **The teacher as a guide and an organizer**

The professional teacher facilitates the holistic development of all student teachers, taking into account the differences between them. S/he ensures that the learning environment (class or playground) is well maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills

- **The teacher as an innovator, researcher and reflective practitioner**

The professional tutor looks at ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action. The acquisition of such skills will require student teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development, thus becoming lifelong learners.

1.5.2. Broad Teaching Methods and Practice of Physical Education and Sports competences

By the end of learning process, the student teacher will be able to:

- Develop the physical, social, emotional and intellectual aspects;
- Demonstrate personal competences in the games and sports skills and apply them in teaching and learning process;
- Develop methodological approaches of facilitating and assessing the progress of learners in physical education;
- Identify different injury/accidents that can happen during practical PE lesson and provide first aid accordingly.

1.5.3 Teaching Methods and Practice of Physical Education and Sports and Developing Competences

The national policy documents based on national aspirations identify some 'basic competences' alongside the 'generic competences" that will develop higher order thinking skills and help student teacher to learn subject content and promote application of acquired knowledge and skills.

Through observations, demonstration, using physical exercises, applying and interpreting official rules and regulations related to the

game, and their application during the learning process, the student teacher will not only develop deductive and inductive skills but also facilitate the student teacher to acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when student-teachers make assessment leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers' group work, various physical exercises and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Physical Education and Sports should develop a responsible citizen who adapts to social and personal attitudes and develops confidence during practical exercises.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1 Role of the Student Teacher

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation of the student teacher in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From practical exercises, student teachers move in their understanding through playing different games. Therefore, the opportunities should be given to student teachers to demonstrate different techniques.
- Student teachers are encouraged to use sports equipment and appropriate materials. Frequent use of appropriate materials can enhance student teachers' understanding and mastering practices.
- Student teacher develops competences at a time through physical exercises in form of units with specific learning objectives

(knowledge, skills, attitude and values).

- Student teachers will be encouraged to be innovative and make teaching and learning materials using available and local resources.
- A student teacher is cooperative: She/he works in heterogeneous groups to develop attitudes and values.

2.2 Role of the Tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, a conflict solver, ...

The specific duties of the tutor in a competence-based approach are the following tutor is:

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- An organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- Asked for help only when the whole group agrees to ask a question
- An ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

2.3 Special Needs and Inclusive Education approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged.

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream colleges. Therefore, the college's role is to enroll them and also set strategies to provide relevant education to them. The tutor therefore is requested to consider each student teacher's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these student teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Physical Education and Sports tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

3.1 Types of Assessments

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- **Knowledge and understanding:** Does the student-teacher demonstrate an understanding of the Physical Education and Sports concept? Has the student-teacher mastered the Physical Education and Sports concepts?
- **Indicators:** correctness of answers, coherence of ideas, logical reasoning, use correctly mathematical symbols and concepts,.
- **Practical skills:** How does the student-teacher perform on aptitude and practical tests?
- **Indicators:** accuracy, using appropriate methods, quality product, speed and efficiency, coherence.

- **Attitude and values:** How does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving a given problem?

3.1.1. Formative Assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative Assessments

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal College based assessment. College based summative assessment should take place once at the end of each term and once at the end of the year.

3.1.3. Assessment of teaching practice

The teaching practice average grade will contribute 30% of the final grade for TMP of Physical Education and Sports. This assessment will consider scores in teaching practice assessed from Year 2 to Year 3 and will include: observation, microteaching, teaching practice in demonstration schools, school attachment and final lessons.

For the student teacher to be awarded the Certificate of successful completion of TTC, the overall results should obligatorily contain at least 21/30 of the professional practice assessment results which is equivalent to 70%.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3 Item Writing in Summative Assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level. Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1 Learning/teaching materials

For Gymnastics lesson, mats are basics, requirements, and an adequate supply of these and necessary to ensure maximum participation.

- A mat should be available for every two to four learners where possible.

The list below may be helpful for gymnastics lesson:

- Selection of music,
- Tape recorder;
- Hoops, plastic cones, multi markers or space markers;
- Gymnastics mats;
- Portable fixed climbing frame with attachment;
- Balanced benches;
- Bar box or movement table.

The following is suggested for outdoor or indoor individual/collective activities:

- Balls;
- Playground, nets, movable goals, posts;
- Whistle;
- Stopwatch;
- Watch;
- Cones;
- Chasubles;
- Rope, trees, baton;
- Decameter;
- Starting block;

- Shot put, discus, javelin;
- Goal ball, netball, nets, goal posts, volleyball antenna.

– The school may provide a variety of equipment for use by class groups E.g. wall-climbing courses, rope walls, etc.
– Within the school it may be possible to construct adventure trails using benches, mats, climbing-frames, etc
– Teachers should encourage learners to fabricate their own traditional materials like karere (ball made locally), akamari, umugozi, agatambaro, etc…

Note that in schools with limited facilities where schools have specific problems related to a lack of indoor and outdoor space, consideration might be given to:

- Use of the classrooms, corridors and school grounds for orienteering exercise;
- The revision of markings on the playground for athletic activities and small-sided games;
- The use of local facilities, e.g. community centres, parish halls, youth clubs, etc…;
- Co-operation with other primary or secondary level schools in sharing facilities;
- Allocating more time to Physical Education activities in good weather;
- Visiting an outdoor education centre providing facilities for many worthwhile activities.

4.2 Human resource

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, tutors are expected to accomplish their noble role as stated above. The staff in charge of education at District and sector level should ensure overall support to TTCs for a successful implementation. On the other hand, TTC principles and TTC deputy principals are required to make a close follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for student teachers as well as the contemporary development of the country.

In a special way, the tutor of physical education and sports at TTC level should have a firm understanding of physical education and sports concepts and pedagogical content of teaching physical education and sports at primary and secondary levels. He/she should be qualified in physical education and sports and have a firm ethical conduct. The tutor should possess the qualities of a good facilitator, organizer, problem solver, listener and adviser. He/she is required to have basic skills and competence of guidance and counseling because students may come to him or her for advice.

5. SYLLABUS UNITS

5.1 Teaching methods and practice syllabus units for year one SSE and year two ECLPE

5.1.1 Key competences at the end of Year one SSE and year two ECLPE

At the end of year one SSE and year two ECLPE, the student teacher will be able to:

- Identify the components of Physical Education and Sports syllabus for primary schools
- Differentiate available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary
- Describegeneral principles of teaching Physical Education and Sports
- Prepare a lesson related to performing Physical Education and Sports
- Prepare a practical lesson of specific sports: Gymnastics, athletics, football, volleyball, basketball and handball
- Evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment
- Facilitate Physical Education and Sports lessons in a simulated context in TTC
- Facilitate various Physical Education and Sports lessons in a demonstration school

5.1.2 Syllabus units for year ONE SSE and year Two ECLPE

<table>
<tr><td colspan="3">Subject: PES Teaching Methods and Practice</td><td>YEAR 1 SSE and 2 ECLPE</td><td colspan="2">Option : SSE and ECLPE</td></tr>
<tr><td colspan="6">TOPIC AREA: Understanding the Physical Education and Sports syllabus for primary</td></tr>
<tr><td colspan="5">Unit one: Introduction to Physical Education and Sports syllabus for primary</td><td>No. of periods: 4</td></tr>
<tr><td colspan="6">Key Unit competence: Identify the components of Physical Education and Sports syllabusfor primary schools</td></tr>
<tr><td colspan="3">Learning outcomes</td><td rowspan="2">Content</td><td colspan="2" rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain the importance of teaching Physical Education and Sports in primary schools
– Identify the components of Physical Education and Sports syllabus for primary schools</td><td>Perform physical education and sport activities</td><td>Appreciate the importance of teaching Physical Education and Sports in primary schools</td><td>– Rationale of teaching Physical Education and Sports
– Component of Physical education and sports :
✓ Games
✓ Sports (types)
✓ Exercises</td><td colspan="2">– In groups student teachers discuss the importance of teaching Physical Education and Sports in primary schools
– In groups student teachers identify the components of Physical Education and Sports syllabus for primary schools</td></tr>
<tr><td>Assessment criteria:</td><td colspan="5">Student teachers are able to identify the components of Physical Education and Sports syllabus for primary schools</td></tr>
<tr><td>Link to other Subjects</td><td colspan="5">Music, integrated science and English.</td></tr>
<tr><td>Resources</td><td colspan="5">Flashcards, manila papers, markers.</td></tr>
</table>

<table>
<tr><td colspan="3">Subject: PES Teaching Methods and Practice</td><td>YEAR 1 SSE and 2 ECLPE</td><td>Option : SSE and ECLPE</td></tr>
<tr><td colspan="5">TOPIC AREA: Understanding the Physical Education and Sports syllabus for primary</td></tr>
<tr><td colspan="4">Unit 2: Teaching and learning resources</td><td>No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Differentiate available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary</td></tr>
<tr><td colspan="3">Learning outcomes</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify teaching and learning resources used in physical education and sports</td><td>– Differentiate learning and teaching resources for physical education and sports
– Use learning and teaching resources</td><td>- Appreciate the use of learning and teaching resources required for the learning of Physical Education and Sports in primary</td><td>– Materials used in physical education and sports
– Infrastructure used in physical education and sport
– Electronic tools used in physical education and sports</td><td>– In groups student teachers distinguish the available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary
– In groups student teachers identify proposed teaching and learning resources from the syllabus
– In groups student teachers list other possible teaching and learning resources
– Group presentation of findings carried out.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers are able to differentiate available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary.</td></tr>
<tr><td colspan="5">Link to other Subjects: Music, integrated science and English.</td></tr>
<tr><td colspan="5">Resources : Flashcards, manila papers, markers.</td></tr>
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<table>
<tr><td colspan="3">Subject: PES Teaching Methods and Practice</td><td>YEAR 1 SSE and 2 ECLPE</td><td>Option : SSE and ECLPE</td></tr>
<tr><td colspan="5">TOPIC AREA: Teaching and learning methods and strategies for Physical Education and Sports in primary</td></tr>
<tr><td colspan="4">Unit 3: General principles of teaching Physical Education and Sports</td><td>No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Describegeneral principles of teaching Physical Education and Sports</td></tr>
<tr><td colspan="3">Learning outcomes</td><td>Content</td><td>Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td></td><td></td></tr>
<tr><td>– Explain general principles of teaching Physical Education and Sports</td><td>Apply general principles of teaching physical education and sports</td><td>Recognise general principles of teaching Physical Education and Sports</td><td>– Criteria of selection of the activity in physical education and sports:
✓ Learners' ability
✓ Environmental factors
✓ Materials and facilities
✓ Class size.
– Conducting physical education and sports activity
– Principles of teaching Physical Education and Sports:
✓ Holistic principle,
✓ Adaptation to the age and to the stage of child development,
✓ Inclusion,
✓ physical and emotional security,
✓ Interdisciplinary,
✓ Participation and fair-play</td><td>– In groups student teachers discuss the conditions of choosing (game, exercise, technique and tactic) to be taught according to games or sports
– In groups student teachers discuss the guidelines of teaching a game /techniques of sports at Primary school
– In groups student teachers discuss the methods of teaching whole game or techniques of a specific sports
– Group presentation of findings carried out</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to describegeneral principles of teaching Physical Education and Sports</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">Music, integrated science and English.</td></tr>
<tr><td>Resources</td><td colspan="4">Flashcards, manila papers, markers.</td></tr>
</table>

<table>
<tr><td colspan="3">Subject: PES Teaching Methods and Practice</td><td>YEAR 1 SSE and 2 ECLPE</td><td>Option : SSE and ECLPE</td></tr>
<tr><td colspan="5">TOPIC AREA: Teaching and learning methods and strategies for Physical Education and Sports in primary</td></tr>
<tr><td colspan="4">Unit 4: Lessons of performing Physical Education and Sports exercise</td><td>No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Prepare a lesson related to performing Physical Education and Sports</td></tr>
<tr><td colspan="3">Learning outcomes</td><td>Content</td><td>Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td></td><td></td></tr>
<tr><td>– Explain how to prepare a lesson related to performing Physical Education and Sports exercise</td><td>Make a lesson preparation of Physical Education and Sports</td><td>Recognize steps to follow while preparing a physical education and sports</td><td>– Recall of concepts/content related to performing Physical Education and Sports exercise:
– Warm-up and cool down exercises and its benefits
– Guidelines of facilitating physical education and sports:
– Personal skills and qualities of a physical education and sports teacher, organizational skills of a physical education and sports teacher.
– Preparation of a physical education and sports lesson</td><td>– In groups student teachers discuss the concepts/ content related to Physical Education and Sports exercise
– In groups student teachers describe techniques and strategies for facilitating lessons of performing Physical Education and Sports exercise
– In groups student teachers develop generic competences and cross-cutting issues related to Physical Education and Sports lessons and produce appropriate resources using low cost materials
– Discuss on the use of appropriate resources (available and locally made)
– Discuss on how to set assessment tasks related to lessons of Physical Education and Sports
– Group presentation of preparation</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to prepare a lesson related to performing Physical Education and Sports exercise</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">Music, integrated science and English.</td></tr>
<tr><td>Resources</td><td colspan="4">Flashcards, manila papers, markers.</td></tr>
</table>

Subject: PES Teaching Methods and Practice	**YEAR 1 SSE and 2 ECLPE**	**Option :** SSE and ECLPE
TOPIC AREA: Teaching and learning methods and strategies for Physical Education and Sports in primary		
Unit 5: Lessons of specific sports		**No. of periods: 6**
Key Unit competence: Prepare an practical lesson of specific sports: Gymnastics, athletics, football, volleyball, basketball and handball		

Learning outcomes			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain how to teach techniques and tactics of specific sports. – Explain how to prepare an practical lesson of specific sports	Make lesson preparations of specific sports	Recognize steps of teaching techniques and tactics of specific sports	– Techniques and tactics of Gymnastics;Ground gymnastics, apparatus gymnastics. – Techniques and tactics of athletics – Techniques and tactics of football: ✓ Technical elements without the ball, ✓ Technical elements with the ball, ✓ Individual tactics for attacking, ✓ Individual tactics for defending – Techniques and tactics in Basketball (Shooting, dribbling, passing, rebounding) – Techniques and tactics in Volleyball and Handball: ✓ Technical elements of defense in handball,	– In groups student teachers discuss the – Concepts/content related to specific sports – In groups student teachers describe techniques and strategies for facilitating lessons of specific sports – In groups student teachers develop generic competences and crosscutting issues related to specific sports lessons and produce appropriate resources using low cost materials

			✓ Technical elements of offence in handball, ✓ Team tactics for attacking systems, ✓ Team tactics for defence systems, ✓ Movement Techniques without the Ball, ✓ Technical and tactical elements Performed in volley ball.	– Discuss on the use of appropriate resources (available and locally made) – Discuss on how to set assessment tasks related to lessons of specific sports – Group presentation of preparation
Assessment criteria:	Student teachers are able to prepare an practical lesson of specific sports: Gymnastics, athletics, football, volleyball, basketball and handball			
Link to other Subjects	Music, integrated science and English.			
Resources	Flashcards, manila papers, markers.			

Subject: PES Teaching Methods and Practice			**YEAR 1 SSE and 2 ECLPE**	**Option:** SSE and ECLPE
Topic Area: Teaching practice				
Unit 6: Observation of model lessons			**Number of periods: 4 periods**	
Key Unit Competence: Evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching *and* learning environment				
Learning Objectives				
Knowledge and Understanding	**Skills**	**Attitudes and values**	**Content**	**Learning activities**
– Identify the aspects to be observed during lesson presentation – List good ways of giving feedback	– Differentiate the aspect to be observed during the lesson presentation – Explain observation sheet – Use observation sheet	– Appreciate the lesson delivered – Show self-confidence and self-esteem during lesson presentation and in groups – Develop cooperation and collaboration	Component of observation sheet: ✓ Pedagogical aspects to be evaluated ✓ Competences developed and cross cutting issues in Physical Education and Sports ✓ Learners' engagement and progress. ✓ Teaching- learning methods enable all learners to learn effectively ✓ Management of learners and learning environment ✓ Assessment of learners' progress	– In groups, the student-teachers brainstorm the aspects to be checked during lesson observation – In groups, the student-teachers analyse and discuss the elements of observation sheet – Individually, student-teachers fill in the observation sheet during lesson delivery – In groups, the student-teachers share views on the lesson delivered – Each group presents its findings

			Constructive feedback ✓ Slice of Bread 1: Start off with positive feedback ✓ The "Meat of the Matter": Provide your constructive criticism ✓ The 2nd Slice of Bread: End on a positive note	
Assessment criteria: Student teachers are able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): Music, integrated science and English				
Teaching resources: Flashcards, manila papers, markers.				

<table>
<tr><td colspan="2">Subject: PES Teaching Methods and Practice</td><td colspan="2">YEAR 1 SSE and 2 ECLPE</td><td>Option: SSE and ECLPE</td></tr>
<tr><td colspan="2">Topic Area: Teaching practice</td><td colspan="3"></td></tr>
<tr><td colspan="2">Unit 7: Micro-teaching</td><td colspan="3">Number of periods: 6 periods</td></tr>
<tr><td colspan="5">Key Unit Competence: Facilitate Physical Education and Sports lessons in a simulated context in TTC</td></tr>
<tr><td colspan="3">Learning Objectives</td><td></td><td></td></tr>
<tr><td>Knowledge and Understanding</td><td>Skills</td><td>Attitudes and values</td><td>Content</td><td>Learning activities</td></tr>
<tr><td>– Identify phases of micro-teaching
– State the steps of micro-teaching</td><td>– Implement the steps of micro-teaching
– Evaluate and provide feedback of micro-teaching
– Apply the steps of micro-teaching</td><td>- Being attentive during micro-teaching
- Exchange ideas during micro-teaching
- Appreciate the ideas given during micro-teaching
- Develop self-confidence and self esteem</td><td>– Phases/steps of micro teaching:
✓ Knowledge acquisition phase
✓ Skill acquisition
✓ Transferring phase
– Steps/phases of micro-teaching (briefing, teaching, critique, re-teach)
– Feedback on micro-teaching:
✓ Principle of giving effective feedback
✓ Principles of receiving effective feedback</td><td>– Student-teachers follow and answer teacher's questions
– Student-teachers provide comments after micro-teaching (strong points and areas to improve)</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers are able facilitate a Physical Education and Sports lesson in a simulated context in TTC</td></tr>
<tr><td colspan="5">Link to other subjects (TTC subjects or Pre-primary and Primary subjects): Music, integrated science and English</td></tr>
<tr><td colspan="5">Teaching resources: Flashcards, manila papers, markers.</td></tr>
</table>

Subject: PES Teaching Methods and Practice			**YEAR: 1 SSE and 2 ECLPE**	**Option:** SSE and ECLPE
Topic Area: Teaching practice				
Unit 8: Classroom practice			**Number of periods: 4**	
Key Unit Competence: Facilitate various Physical Education and Sports lessons in a demonstration school				
Learning Objectives				
Knowledge and Understanding	**Skills**	**Attitudes and values**	**Content**	**Learning activities**
– Enumerate the elements of a lesson plan – State the steps of lesson delivery. – List the strategies of giving feedbacks.	– Implement teaching and learning principles – Evaluate and provide feedback after lessons' facilitation – Apply communication skills while teaching	– Being patient while teaching practice is taking place in demonstration school – Being a good time manager when delivering a lesson – Show self-confidence and self-esteem while facilitating lessons	– Preparation of lessons to be taught in a demonstration school – Observation of lessons in a demonstration school – Giving feedbacks – Observation of PES lessons in a demonstration school – Preparation of lessons to be taught in a demonstration school – Delivering of PES lesson in a demonstration school	– Individually, student-teachers prepare lessons to be taught in demonstration school – Each student-teacher facilitate lesson in demonstration school – Student-teachers who are not teaching, they observe lessons of their peers and provide comment(strong points and areas to improve)after
Assessment criteria: Student teachers are able to Facilitate various Physical Education and Sports lessons in a demonstration school				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): Music, integrated science and English				
Teaching resources: Flashcards, manila papers, markers.				

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3. www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf

7.ANNEXES

7.1. TTC Subjects and weekly time allocation

No	Subject	Number of Periods								Number of Syllabi
		ECLPE		SSE		SME		LE		
		Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	
1	Foundations of Education	6	6	6	5	6	5	6	5	1
2	English	5	5	5	4	5	4	7	7	3
3	Kinyarwanda	5	5	2	2	2	2	5	6	3
4	Mathematics	3	3	3	3	6	6	2	2	3
5	Integrated Science	4	4	1	1	11	0	1	1	3
6	Physics	0	0	0	0	0	5	0	0	1
7	Biology	0	0	0	0	0	5	0	0	1
8	Chemistry	0	0	0	0	0	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	0	0	0	1
11	Geography	0	0	0	5	0	0	0	0	1
12	Economics	0	0	0	5	0	0	0	0	1
13	Creative Performance (Music and Fine Arts)	4	4	4	4	2	2	4	4	2
14	Physical Education	1	1	2	1	1	1	1	1	1
15	Entrepreneurship	2	2	2	2	2	2	2	2	1
16	ICT	2	2	2	2	2	2	2	2	1

17	TMP	7	7	4	4	6	4	4	4	11
18	SNE	2	2	2	2	2	2	2	2	1
19	Religious Education	1	1	4	3	1	1	1	1	2
20	French	4	4	2	2	2	2	7	7	3
21	Kiswahili	1	1	1	1	1	1	5	5	2
22	Co-Curricular	1	1	1	1	1	1	1	1	0
23	Individual Study	8	8	8	8	8	8	8	8	0
24	School Attachment	Year 3 (First term)								
	TOTAL	**60**	**60**	**60**	**60**	**60**	**60**	**60**	**60**	**46**

7. 2 Weekly time allocation for Teaching Methods and Practice (theories)

Option	TMP Subjects	Number of period Year 1	Number of period Year 2, term 1
Language Education (LE)	1.English	2	
	2.Kinyarwanda	2	
	3. French	-	1
Social Studies education (SSE)	1.Social Studies and Religious Education	2	
	2. Fine Arts & Crafts	1	
	3. Music	-	1
	4.Physical education	1	
Science & Mathematics (SME)	1.Mathematics	2	
	2.SET	2 (Science component)	
		2 (ICT component)	
ECLPE	1.Physical Education	-	1
	2. SET		
	3. Kinyarwanda	1	-
	4. Mathematics	1	-
	5.English	1	-
	6. Social studies and Religious Education	-	1
	7.Music and Fine Art &Craft	-	1
	8.Pre-primary	4	

7.3 Overview of Teaching Methods and Practice of Physical Education and Sports for primary schools

TOPIC AREA	COMPETENCES	
	YEAR 1 SSE and ECLPE	YEAR 2SSE and ECLPE
1. Understanding the Physical Education and Sports syllabus for primary	Identify the components of Physical Education and Sports syllabus for primary schools	
	Differentiate available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary	
2.Teaching and learning methods and strategies for Physical Education and Sports in primary	Use a combination of methods and strategies in a way that makes successful one's teaching Physical Education and Sports	
	Prepare a lesson related to performing Physical Education and Sports exercise	
	Prepare a practical lesson of specific sports: Gymnastics, athletics, football, volleyball, basketball and handball	
3. Teaching practice	Evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment	
	Facilitate Physical Education and Sportslessons in a simulated context in TTC	Facilitate Physical Education and Sportslessons in a simulated context in TTC
	Facilitate various Physical Education and Sportslessons in a demonstration schools	Facilitate various Physical Education and Sportslessons in a demonstration schools